

**APPENDIX G**

**2003 Summary Evidence Table**

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### **Evidence Pertaining to the Certificate of Mastery**

<b>POINTS</b>	<b>LABEL</b>	<b>DESCRIPTION</b>
<b>4</b>	<b><i>Complete Evidence</i></b>	There are many examples of written documentation to demonstrate complete attention to this standard.
<b>3</b>	<b><i>Adequate Evidence</i></b>	There are some examples of written documentation for this standard. The record is adequately complete but is missing some information. In some only incomplete records were located. In other cases, after several efforts, we were unable to obtain all of the documentation.
<b>2</b>	<b><i>Limited Evidence</i></b>	There are minimal written records for documentation pertaining to this standard.
<b>1</b>	<b><i>No Evidence</i></b>	There is no record or documentation of work on this standard. Or, for some reason (legislation, funding) the state work does not meet the standard.

STANDARD 1	POINTS	COMMENTS	RECOMMENDATIONS
<b>Test Development &amp; Technical Quality</b>			
<b>1. Psychometrics</b>	<b>3</b>	<i>Adequate Evidence.</i> There is an incomplete written record for the oversight committees. There is anecdotal evidence that these committees have met regularly to review psychometric properties of the WASL and made necessary adjustments. The written record of the State TAC is complete from 2000 to the present.	<b>(1) 1.</b> OSPI should request that the National TAC and State TAC make a summary judgment about the adequacy of the psychometric properties of the 10 <sup>th</sup> grade WASL for the purpose of making decisions about student graduation. This judgment should be included in the public record (meeting minutes). OSPI should continue to maintain complete records of all meetings.
<b>2. Public Involvement</b>	<b>4</b>	<i>Complete Evidence.</i> There is complete evidence that there has been public involvement on the test development committees (see committee lists).	
<b>3. Adequate Notice</b> • <b>Meeting schedule</b>	<b>4</b>	<i>Complete Evidence.</i> There is complete evidence that adequate oversight committees have been established and meetings scheduled throughout the test development process from 1994-present. These include the Subject Advisory, Assessment Development, Fairness, and Natl. and WA State TAC committees.	
• <b>Meeting minutes</b>	<b>2</b>	<i>Limited Evidence.</i> There are minimal records to document the National Technical Advisory Committee Meetings. Records of the Fairness Committee Meetings are incomplete. Supporting documents may exist but all of the records have not (June 2003) been located.	<b>(1) 3.</b> OSPI should obtain the full record of Fairness and National TAC committee meetings (agenda and minutes) since the committees began their work.

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STANDARD 2	POINTS	COMMENTS	RECOMMENDATIONS
<b>Curricular Validity</b>			
<b>1. EALRS are what is tested.</b>	<b>4</b>	<i><b>Complete Evidence.</b></i> There is ample evidence that the Essential Academic Learning Requirements (EALRs) have been linked to the WASL test items (e.g., technical manuals, test & item specifications). In addition, a McREL study (2003) reviewed the breadth, depth, balance, rigor, clarity, specificity, and consistency of the EALRs. OSPI plans to address the recommendations.	(2) 1. OSPI should follow the recommendations made in the McREL study (2003).
<b>2. Evidence supports intended interpretation of test scores for the proposed purpose.</b>	<b>4</b>	<i><b>Complete Evidence.</b></i> There is evidence and many examples of materials to prepare educators to understand the EALRs and to link them to curriculum, instruction and the assessments (e.g., prototype tasks, classroom based assessment toolkits, released assessment items, curriculum frameworks).	
	<b>4</b>	<i><b>Complete Evidence.</b></i> There is evidence that WASL scores (grades 4 and 7) are intended to be interpreted for the purpose of improving student achievement, classroom instruction, and school wide progress (score reporting information).	
	<b>2</b>	<i><b>Limited Evidence.</b></i> There are minimal written records that state how the 10 <sup>th</sup> grade WASL scores can be used to determine graduation from high school.	(2) 2. OSPI should create clear and specific materials that explain the intent to use test scores (10 <sup>th</sup> grade) for high school graduation decisions.

STANDARD 3	POINTS	COMMENTS	RECOMMENDATIONS
Instructional Validity			
<b>1. What is tested is taught in the classroom.</b>	<b>3</b>	<i>Adequate Evidence.</i> There is adequate evidence that a great deal of effort has been directed toward preparing teachers and other educators to understand the EALRs, the WASL, and to use classroom based assessments (e.g., professional development, regional learning and assessment centers, assessment samplers with released items, scoring guides and sample student work).	(3) <b>1a.</b> OSPI should gather additional evidence through classroom observations from a representative sample of school districts (particularly at the 10 <sup>th</sup> grade level) regarding the match between instruction and assessment.
	<b>2</b>	There is <i>limited evidence</i> that classroom based assessments (performance based measures) continue to be supported and monitored by OSPI as part of the assessment system as required in RCW 28A.655.060 (b)(i).	(4) <b>1b.</b> OSPI should clarify the role of classroom based assessments within the state assessment system and provide district personnel with training and support.
	<b>2</b>	There is <i>limited evidence</i> that score increases on the WASL indicate that instruction in the classroom was better matched to the concepts tested on the WASL. Several studies (see notebook) support classroom connections. Anecdotal evidence also supports some connections.	(3) <b>1c.</b> OSPI should support further research about the link between instruction and concepts tested on the WASL or similar intellectually rigorous tasks.

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STANDARD 4	POINTS	COMMENTS	RECOMMENDATIONS
<b>Teacher Qualifications</b>			
<b>1. Teachers are qualified to teach the content.</b>	<b>4</b>	<i><b>Complete Evidence.</b></i> There is evidence that OSPI made provisions to prepare practicing teachers to teach the EALRs and to understand the state assessments. In 1995, a statewide professional development plan was organized through the 13 Educational Service Districts in order to reach every district. Skills were taught during conferences and workshops. Information was distributed by mail, website, and at conferences.	(3) <b>1.</b> OSPI should continue gather formal evidence of teacher preparation at the classroom level.
	<b>2</b>	<i><b>Limited Evidence.</b></i> There are minimal records available to document the actual preparation of teachers to teach the required content. Binder 4 (f) contains results of a 1999 survey of participants in the regional learning assessment centers. Since then, only anecdotal reports exist as evidence about how teachers are prepared to teach the content.	
<b>2. New Teachers are qualified to teach the content.</b>	<b>4</b>	<i><b>Complete Evidence.</b></i> There is evidence that Washington State has required new teachers to be prepared to teach the content. The WEST-B and WEST-E teacher tests were developed using the EALRS as a reference. The Professional Educator Standards Board and the WA State Board of Education have created required endorsements for teachers. In addition, teacher preparation programs are required to demonstrate how they teach state reform and the EALRs through the Professional Education Advisory Board (PEAB) system.	

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STANDARD 5	POINTS	COMMENTS	RECOMMENDATIONS
<b>Due Process, Providing Adequate Notice</b> <ul style="list-style-type: none"> <li>• <b>Test User Notice</b></li> <li>• <b>Student Notice</b></li> <li>• <b>Appeals Process</b></li> </ul>	<p><b>4</b></p> <p><b>1</b></p> <p><b>1</b></p>	<p><i><b>Complete Evidence.</b></i> There is complete evidence that adequate notice has been available regarding policy from GCERF and the CSL. In addition, there were public and community forums, conferences and institutes, an OSPI website, and a plan for regular information distribution to parents, teachers/ administrators and the general public.</p> <p><i><b>No Evidence.</b></i> There is no evidence that students themselves have received notice of the requirements and the impact on their graduation from high school, except through inference. That is, one can infer that students have been informed by their parents and the school, or through their own reading, but no evidence could be found of materials directly addressed to them or specifically developed for them.</p> <p><i><b>No Evidence.</b></i> There is no evidence of a formal, written appeals process for general education students who do not reach standard in grades 4, 7, or 10.</p>	<p><b>(5)2.</b> OSPI staff should discuss when and how to directly notify students regarding graduation requirements effective in 2008.</p> <p><b>(5)3.</b> OSPI staff should gather information from other states (CCSSO is a good information source) and develop a formal appeals process.</p>

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STANDARD 6	POINTS	COMMENTS	RECOMMENDATIONS
<b>Test Administration</b>  <b>1. Supporting documentation for tests</b>  <ul style="list-style-type: none"> <li>Information to make sound judgements about the nature and quality of the test, the resulting scores, and the interpretations based on test scores.</li> </ul>	4	<p><b>Complete Evidence.</b> There is complete evidence of supporting documentation for the WASL. Materials have been developed and updated yearly to guide and support test users, including: Guides to Score Reports, Test and Item Specifications, Test Coordinator's Manual.</p> <p>In addition, there has been a comprehensive professional development plan for the state to teach educators about appropriate use, scoring, and interpretations of test scores through Regional Assessment Learning Centers (1995-1999) Scoring Conferences (yearly), Assessment Leadership Teams (1999-present). Statewide and regional conferences, workshops, and institutes frequently include opportunities for educators to increase their skills.</p>	
<b>2. Responsibilities of test users</b>  <ul style="list-style-type: none"> <li>Test security and policies and procedures for retake</li> </ul>	3	<p><b>Adequate Evidence.</b> Adequate guidelines for test security and policies and procedures for retaking the WASL are included in the Test Coordinator's Manual. In addition, memoranda are sent to district superintendents and test coordinators on a regular basis updating policy and procedures. However, there is limited evidence about how well the guidelines are followed.</p>	



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STANDARD 7	POINTS	COMMENTS	RECOMMENDATIONS
<b>Protect Legal Rights Of...</b>			
<b>1. Fairness in testing and test use</b>	<b>2</b>	<i><b>Limited Evidence.</b></i> A Fairness Review Committee was formed in 1996 and this committee (in some form) has continued to meet up to the present (2003). Their task is to review all items on the assessment for bias and ensure that items are revised appropriately or not used. There is evidence that the committee has met and continues to meet on a regular basis. However, the written record of their meetings (including agendas and minutes) is incomplete. This may not be relevant since the last few years are complete and available. However, at this time there is limited evidence.	(7) <b>1.a</b> OSPI should obtain complete record (agenda and minutes) of Fairness Committee Meetings since 2000. The older record is uneven.  (7) <b>1.b</b> OSPI should ensure appropriate representation on the 10 <sup>th</sup> grade committee of linguistic, racial/ethnic, disability, faith, and political diversity.
<b>2. Rights and responsibilities of test takers</b>	<b>3</b>	<i><b>Adequate Evidence.</b></i> There is adequate evidence that rights and responsibilities of test takers have been identified in the Coordinator's Manual and on the OSPI website. However, there is no evidence that such information has been directly addressed to students.	(7) <b>2.</b> OSPI should plan how and when to distribute rights and responsibilities information to students.
<b>3. Testing individuals with diverse linguistic backgrounds</b>	<b>3</b>	<i><b>Adequate Evidence.</b></i> The needs of students with diverse linguistic backgrounds are addressed in a range of publications and reports from OSPI.  Guidelines for making exemptions for these students are available in writing and on the website. Also available are guidelines for instructional practice and curriculum.  <i><b>Adequate Evidence.</b></i> There is only adequate evidence about the extent to which the needs of these students (and their families) are met during instruction and testing. The unanswered question is whether these students have had the opportunity to learn the content to be tested. Some of the materials about the assessment and the policies affecting students are available in multiple languages (see Adequate Notice Binder 5.L).	(7) <b>3.a.</b> OSPI should gather evidence of the quality of programs around the state that provide ESL students the opportunity to learn the content of the WASL.  (7) <b>3.b</b> OSPI should ensure that parents of students required to pass the 10 <sup>th</sup> grade test for HS graduation are notified of the requirement in their native language (written, or through an interpreter).

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STANDARD 7	POINTS	COMMENTS	RECOMMENDATIONS
<b>Protect Legal Rights Of...</b> (continued)			
<b>4. Testing individuals with disabilities</b>	<b>3</b>	<i>Complete Evidence.</i> There is complete evidence that the needs of students with disabilities are addressed by OSPI in relation to testing and high school graduation. Guidelines for accommodations and modification of assessments are available and broadly distributed statewide. Conferences and training sessions prepare educators to appropriately administer the assessments; opportunities to learn knowledge and skills are available. Developmental work continues on the WAAS (alternate assessment) including, standard setting and portfolio development.	<b>(7) 4.</b> OSPI should continue to monitor national trends and developments in large scale assessment for students with disabilities and get judgment on adequacy from the National and State TACs.
<b>5. State Support</b>	<b>4</b>	<i>No Evidence.</i> There is currently no state funding or support for this work.	<b>(7) 5.</b> OSPI should continue to support legislation, proposed but not approved, in the 2003 session.

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STANDARD 8	POINTS	COMMENTS	RECOMMENDATIONS
<b>Adequate remediation Opportunities</b>			
<b>1. <u>Test Retake-</u> Policies in place for students who do not pass WASL in 10<sup>th</sup> grade</b>	<b>2</b>	<b>Limited Evidence.</b> The WA state legislature considered legislation during the 2003 session (SHB 2124) which included provision for students to retake the WASL, however, this legislation was not funded.	<b>(8) 1.</b> OSPI should request that the National TAC make a judgment about the adequacy of retake opportunities in SHB 2124 and include it in the minutes. In addition, OSPI should take a proactive stance to influence test retake opportunities.
	<b>2</b>	<b>Limited Evidence.</b> There is evidence on some school district websites of adopted policies regarding students who do not pass the WASL; there is no evidence of such policies for other districts.	
<b>2. <u>Assistance</u> Procedures in place to assist students in passing the WASL</b>	<b>2</b>	<b>Limited Evidence.</b> Based on a limited search, some districts have complete plans to assist general education students in passing the WASL. For other districts there is no evidence of planning for assistance.	<b>(8) 2.</b> OSPI should require evidence from districts of adopted district policy to ensure appropriate procedures to assist students in passing the WASL.
	<b>3</b>	<b>Adequate Evidence.</b> Guidelines for accommodations for students with disabilities have been distributed to all of the districts in WA. Training to appropriately use these procedures takes place yearly through the ESDs. However, there is no evidence about the quality of the implementation.	